



Q4I CUESTIONARIO DE AUTO-EVALUACIÓN

Q4I SELF ASSESSMENT QUESTIONNAIRE

January 2014

SAQ STRUCTURE

SECTION 1 – Positioning the school in its context

SECTION 2 – Institutional development and management processes

SECTION 3 – Quality Assurance practices in educational process

SECTION 4 – Innovation priorities and processes

4.1 Competences. Enabling conditions and Educational practices	4.2 ICT Enabling conditions and Educational practice	
4.3 Inter-culturality. Enabling conditions and Educational practices	4.4 Operativity and innovation. Enabling conditions and Educational practices	

SECTION 5 – Assessment, monitoring and improvement

SECTION 6 – Role of external stakeholders/peers (including international) in quality assurance and innovation processes

SECTION 1 – POSITIONING THE SCHOOL IN ITS CONTEXT

1.1 Your school is

- ☐ Small size
- ☐ Average size
- ☐ Large size

1.2 Your school is located

- ☐ In a fully urban context (large or medium size city)
- ☐ In a semi-urban context (town)
- ☐ In a rural or scarcely populated area

1.3 Your school is

- ☐ Largely autonomous in its decisions
- ☐ Partially autonomous in its decision
- ☐ Fully depending on decisions taken at a higher level

1.4 Your school is

- ☐ Public
- ☐ Private non-profit
- ☐ Private

1.5 Your school is... (more than one reply possible)

- ☐ Frequently active in innovation initiatives taken at regional/national/European level
- ☐ Fully quality-certified according to a well-established system (please specify)
- ☐ Not involved in externally originated innovation or quality initiatives

SECTION 2 – INSTITUTIONAL DEVELOPMENT AND MANAGEMENT PROCESSES

2.1

2.1a Has your school a strategy plan?

- ☐ No
- ☐ It has a few strategic development lines but not formalised
- ☐ Yes, but it is not fully implemented
- ☐ Yes, and it is implemented to a large extent

2.1b Are the objectives and expected results clearly defined and measurable?

- ☐ No
- ☐ Partially
- ☐ Yes

2.1c Does the school have yearly activity plans in line with the strategy plan?

- ☐ No
- ☐ Partially
- ☐ Yes

2.1d Is the school and its strategy plan reviewed by peers?

- ☐ No
- ☐ Yes

2.1e Is the school management reviewed annually?

- ☐ No
- ☐ Yes

2.1f Does the management plan yearly review discussion?

- ☐ No
- ☐ Yes

2.2 Does your school involve internal and external stakeholders in decision making concerning strategic objectives?

- ☐ No
- ☐ Only internal SH
- ☐ Only at consultative level
- ☐ Only occasionally
- ☐ Yes, systematically and at full operational level

2.3 Has your school a QA system in place?

- ☐ No
- ☐ Only partially and based on external requirements
- ☐ Yes, both internal and external QA procedures are in place

2.4 Is all the school staff aware of strategic objectives?

- ☐ No
- ☐ Yes, but staff participation and commitment is not satisfactory
- ☐ Yes and there is a substantial participation and support

2.5 Does the school put learners at the centre of its strategy and classroom activities?

- ☐ No
- ☐ Yes, on paper
- ☐ Yes, on paper and, to a large extent, in practice

2.6 Does the school recognise the importance of emotional well being of students?

- ☐ No
- ☐ Yes, on paper
- ☐ Yes, on paper and, to a large extent, in practice

2.8 Are teachers rewarded for above average performance?

- ☐ No
- ☐ Sometimes
- ☐ Yes, always

2.9. Can learners influence the rating of teachers?

- ☐ No / No
- ☐ Sí / Yes

2.10 Do all teachers have personal development plans?

- ☐ No
- ☐ Some have
- ☐ All have

2.11 Does the school offer teacher training for professional and personal development?

- ☐ No
- ☐ Yes, but only for professional development
- ☐ Yes, for both professional and personal development

2.12 Does the Management believe and practice participative leadership?

- ☐ No
- ☐ Partially
- ☐ Yes

SECTION 3 – QUALITY ASSURANCE PRACTICES IN EDUCATIONAL PROCESSES

3.1 Does the school have a quality manager?

- ☐ No
- ☐ Yes

3.2 Do teachers normally use diagnostic evaluation testing for their students?

- ☐ No
- ☐ Partially
- ☐ Yes

3.3 Do teachers systematically plan their teaching by setting specific annual learning objectives for the students of their class?

- ☐ No
- ☐ Partially
- ☐ Yes

3.4 Do teachers systematically plan their teaching by setting specific learning objectives for each teaching unit?

- ☐ No
- ☐ Partially
- ☐ Yes

3.5 How often do cacheteas evaluate whether the teaching and learning objectives are met? In what ways?

- ☐ On a continuous basis
- ☐ Every month
- ☐ Every 6 months
- ☐ Once a year
- ☐ Never

3.6 How often do teachers urge their students to get involved with: a) the design and b) the evaluation of school activities that affect them?

- ☐ On a continuous basis
- ☐ Every month
- ☐ Every 6 months
- ☐ Once a year
- ☐ Never

3.7 How often do teachers adopt an interdisciplinary approach for the design of educational activities?

- ☐ On a continuous basis
- ☐ Every month
- ☐ Every 6 months
- ☐ Once a year
- ☐ Never

3.8 Do teachers create and/or re-organise original education material?

- ☐ No
- ☐ Yes, occasionally
- ☐ Yes, frequently

3.8a Do they normally cooperate with other teachers?

- ☐ No
- ☐ Seldom
- ☐ Frequently

3.9 Do teachers propose a portfolio evaluation for their students?

- ☐ No
- ☐ Sometimes
- ☐ Always

3.9a Is this a personal choice or is it included in your school policy?

- ☐ Personal choice
- ☐ School policy

3.10 Do teachers propose self-evaluation models to students

- ☐ No
- ☐ Sometimes
- ☐ Always

3.10a Is this a personal choice or is it included in your school policy?

- ☐ Personal choice
- ☐ School policy

3.11 Do teachers use specific models for the evaluation of their educational work in order to measure the achievement of drawn objectives for each phase of educational activities and for each educational period?

- ☐ No
- ☐ Yes, but this is under the teachers' responsibility
- ☐ Yes, and this is part of the school policy

3.12 Has the school an improvement plan in place?

- ☐ No / No
- ☐ Sí / Yes

3.13 Are all working processes formally documented?

- ☐ No
- ☐ Partially
- ☐ Yes

3.14 Is stakeholders' feed-back collected and used?

- ☐ No
- ☐ Collected, but seldom used
- ☐ Yes, collected and used

SECTION 4 – INNOVATION PRIORITIES AND PROCESSES

4.a Has your school defined clear innovation priorities for the next three to five years?

- ☐ No
- ☐ Yes

4.b If yes, what do they mainly concern? (more than 1 answer possible)

- ☐ The contents of curricula
- ☐ The teaching methods
- ☐ The assessment and evaluation approaches
- ☐ The organisation of school/extra-school activities
- ☐ The use of ICT in teaching and learning
- ☐ The introduction of new/transversal key competences
- ☐ The qualification of teachers
- ☐ The inter-cultural communication skills
- ☐ The entrepreneurial skills
- ☐ Other aspects (please specify)

4.c Do teachers challenge students with open ended assignments?

- ☐ No
- ☐ Seldom
- ☐ Frequently

SECTION 4.1 – COMPETENCE DEVELOPMENT AND RECOGNITION

4.1.1 Has your school implemented a strategy to develop....?

	No	Partially	Yes
a) The competence to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Social competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Problem solving competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Team work competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Active citizenship competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.1.2 Has your school implemented a strategy to recognise student's diversity and build on it to develop effective teaching and assessment approach?

- ☐ No / No
☐ Parcialmente / Partially
☐ Sí / Yes

4.1.3 ¿Su centro ha implementado una estrategia para reconocer los resultados de aprendizaje alcanzados de manera informal y fuera del ámbito escolar? / Has your school implemented a strategy to recognise learning outcomes achieved informally and out of the school environment?

- ☐ No
☐ Partially
☐ Yes

SECTION 4.2 – ICT IN TEACHING AND LEARNING

4.2.1 Does the school offer internet access to students?

- ☐ No
☐ Partially
☐ Yes

4.2.2 Are the students allowed to use the personally owned devices listed below at school for learning purposes? (please tick one box in each row)

Laptops, tablets, PCs, netbooks	No	Yes
Digital readers (portable devices to read on screen)	..	<input type="checkbox"/>	<input type="checkbox"/>
Smartphones	...	<input type="checkbox"/>	<input type="checkbox"/>
Digital cameras	.	<input type="checkbox"/>	<input type="checkbox"/>
Digital audio players	.	<input type="checkbox"/>	<input type="checkbox"/>

4.2.3 How often do you use ICT for the following activities in your work for/with the target class?

	At least once a week	4 times a month	Once a month	Once every few months	Never
To access existing teaching materials (repository) for lessons					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To create your own new content/teaching material for lessons					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare exercises and tasks for students					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To post homework that students will access out of school"					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To conduct online assessment					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For pupils to store/share their work					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To provide feedback to pupils about their work"					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To communicate with parents					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wikis, blogs, podcasting, social networking					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other use					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 4.3 – INTER-CULTURALITY

4.3.1 Does the school apply a strategy to cope with cultural diversity of its learners (e.g. extra lessons on values and citizenship, language courses, etc.)?

- ☐ No
- ☐ Partially
- ☐ Yes

4.3.2 Does the school include foreign inputs/stakeholders in the educational activities?

- ☐ No
- ☐ Partially
- ☐ Yes

4.3.3 ¿Promueve el centro activamente el desarrollo de habilidades interculturales de comunicación entre profesores y alumnos? / Does the school actively promote the development of inter-cultural communications skills among teachers and learners?

- ☐ No
- ☐ Partially
- ☐ Yes

4.3.4 Does the school promote international mobility of students and teachers?

- ☐ No
- ☐ Partially
- ☐ Yes

SECTION 4.4 – CREATIVITY AND INNOVATION

4.4.1 Does the school foster a culture within which people are encouraged to try new ideas, feel motivated to make suggestions, have their successful innovations recognised and believe there will be a positive response to their good ideas?

- ☐ No
- ☐ Partially
- ☐ Yes

4.4.2 Does the school concretely encourage and rewards creativity and innovation of teachers?

- ☐ No
- ☐ Partially
- ☐ Yes

4.4.3 Does the school concretely encourage and rewards creativity and entrepreneurial behaviour by student?

- ☐ No
- ☐ Partially
- ☐ Yes

4.4.4 Does the school allow a high degree of personalisation of learning paths to support individual interests and talents?

- ☐ No
- ☐ Partially
- ☐ Yes

SECTION 5 – ASSESSMENT, MONITORING AND IMPROVEMENT

5.1 Has your school defined a set of key performance indicators?

- ☐ No
☐ Partially
☐ Yes

5.2 Are indicators regularly monitored?

- ☐ No
☐ Partially
☐ Yes

5.3 Is the monitoring activity collecting input from...

	No/No	Parcialmente/Partially	Sí/Yes
5.3.1 Students and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.2 Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.3 Employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.4 Benchmarking school partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.5 Governing bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.4 Are the results of monitoring and assessment used for decision making?

- ☐ No
☐ Partially
☐ Yes

SECTION 6 – ROLE OF STAKEHOLDERS/PEERS (INCL. INTERNATIONAL) IN QUALITY ASSURANCE AND INNOVATION PROCESSES

6.1 Does the school implement an overall strategy o collaborate with the local community?

- ☐ No
- ☐ Partially
- ☐ Yes

6.2 Does the school involve parents and representatives of the local society in the school activities?

- ☐ No
- ☐ Partially
- ☐ Yes

6.3 Does the school co-operate with enterprises and other educational institutions (universities, museums, libraries, etc.)?

- ☐ No
- ☐ Partially
- ☐ Yes

6.4 Does the school encourage students to take part in volunteering activities where they learn to help other people and are encouraged to build up knowledge in a practical field?

- ☐ No
- ☐ Partially
- ☐ Yes